

## A NOTE ABOUT THE SAMPLE ACTIVITIES

The following are sample activities designed to show you examples of possible activities for each API. You are not required to use these specific activities in your portfolios. The APIs used in this document come from the column for grades K3-5 in the TCAP-Alt Performance Indicators document, which is available on the Tennessee State Department of Education website. The URL is: <http://www.tennessee.gov/education/speced/assessment.shtml#tcap>. Scroll down to the “Alternate Assessment” section.

Activities should be written in the past tense (e.g., “[Student’s name] completed . . .”), since the evidence sheet should be filled out after the activity has been completed. Be sure to use the student’s name when describing what he or she did during the activity (e.g., not, “The student used a paper bag, felt top hat, wiggly eyes, and a fake fur beard to make a paper bag puppet representing Abraham Lincoln,” but “Anaxamander used a paper bag, felt top hat, wiggly eyes, and a fake fur beard to make a paper bag puppet representing Abraham Lincoln.”).

NOTE: Please note that, when planning activities designed to teach behavior (e.g., understanding the reason for rules, working with others), the activity MAY NOT be dependent on the child misbehaving. For example, while teaching a child not to bite is a valid goal for your classroom, “the student accepted the consequences for biting a classmate” is NOT an acceptable activity for this assessment. Although, like toileting and feeding oneself, it is an integral lesson for the student to learn, it is classroom management, not academic instruction. (There is no way for the teacher to *initiate* this “activity” without inciting the student to bite someone. Obviously, no ethical teacher would do that.) “The student used puppets to role-play the consequences of biting” IS an acceptable activity.

## **Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.1.** *Respond to familiar adults*

### **Sample Activities:**

- The teacher called [student's name]'s name. When he/she did not respond, the teacher used a tactile cue (stroking [student's name]'s cheek) to encourage him/her to turn his/her head toward the speaker. Then the teacher walked to [student's name]'s other side and called his/her name. This time, he/she turned his/her head toward the teacher. She rewarded [student's name] with a smile and verbal praise.
- In response to a verbal greeting from the teacher, [student's name] made vocalizations. The teacher continued to talk with [student's name] and encourage him/her to vocalize in return.
- The teacher greeted [student's name] and then briefly discussed the day's events. In response, [student's name] showed active interest, by eye gaze and facial expression, for one minute.

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**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.2.** *Demonstrate awareness of unfamiliar people*

### **Sample Activities:**

- [Student's name] was taken to the school cafeteria during a time when an unfamiliar class was present. The teacher encouraged [student's name] to make eye contact with peers in that class as they greeted and made conversation with him/her.
- On a class field trip to the stingray tank at the local mall, [student's name] was introduced to various strangers (e.g., the ticket-seller, the person who sells the stingray food, the docent). A paraprofessional encouraged [student's name] to acknowledge each person being introduced by facial expression or eye contact.
- A peer partner accompanied [student's name] to various booths at the school's fall festival, introducing him/her to people he/she did not know. [Student's name] was encouraged to greet the unfamiliar people to whom he/she was being introduced.

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**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.3.** *Show awareness of other children*

### **Sample Activities:**

- [Student's name] was taken to the playground while other children were present. The teacher used gestures and verbal and tactile cues to encourage [student's name] to look in their direction and watch them play.
- At a Special Olympics bowling event, [student's name] watched the other athletes sharing his/her lane. When necessary, the teacher drew [student's name]'s attention to the other children.
- During a school talent show, [student's name] watched the performances. When [student's name]'s attention wandered, a peer touched [student's name]'s shoulder and pointed toward the performers on stage.

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**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.4.** *Engage with familiar adults*

### **Sample Activities:**

- The teacher greeted [student's name] and made small talk with him/her. [Student's name] responded with eye contact, facial expressions, and vocalizations.
- As he/she was taken through the cafeteria line, a peer encouraged [student's name] to lift a hand in greeting toward the cashier. Verbal prompts were provided as needed to encourage [student's name] to wave.
- When the teacher sang and played a clapping game, "Say, Say, Little Playmate," with [student's name], he/she responded by vocalizing and attempting to mimic the motions.

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**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.5.** *React to unfamiliar adults*

### **Sample Activities:**

- On a class field trip to the zoo, [student's name] was introduced to various strangers, (e.g., the ticket-taker, the person at the souvenir shop, the docents). [Student's name] was encouraged to acknowledge each person being introduced by facial expression or eye contact.
- A peer partner accompanied [student's name] to various booths at the school's arts and crafts fair, introducing him/her to adults he/she did not know. [Student's name] was encouraged to greet the unfamiliar adults to whom he/she was being introduced.

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**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.6.** *Interact with other children*

### **Sample Activities:**

- With help from a peer partner, [student's name] played the "Candyland" board game with a group of peers.
- With help from a peer partner, [student's name] played the "UNO" card game with a group of peers.
- While at lunch with a group of typically developing peers, [student's name] verbally responded to simple questions posed by the peers (e.g., "What is your favorite food?"; "What did you watch on TV last night?").
- [Student's name] and a peer partner looked through the current edition of *Stone Soup* magazine and discussed the pictures and articles.
- [Student's name] and a peer partner looked through the current edition of *Ranger Rick* magazine and discussed the pictures and articles.
- [Student's name] and a peer partner looked through the current edition of *National Geographic* magazine and discussed the pictures and articles.

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**Alternate Learning Expectation (ALE): C.2.** *Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing*

**Alternate Performance Indicator (API): C.2.1.** *Demonstrate understanding of differences among individuals, culture, and community*

### **Sample Activities:**

- [Student's name] sat across from two peers. With the teacher asking guiding questions as needed, [student's name] verbally described the similarities and differences between the peers.
- With a peer's help, [student's name] used markers and colored pencils to make a poster about things his/her classmates have in common and the ways in which they are different (e.g., same—two eyes, two ears, all human, all like pizza; different—eye color, hair color, different hobbies)
- [Student's name] watched a video about Chinese culture and verbally answered questions about it.
- At the end of a school-wide project in which each class creates a presentation on Christmas customs from different lands (e.g., tree, ornaments, crafts, foods, stories), [student's name] was taken to each class to see the different decorations and sample the different traditional foods in each "country" represented. Afterward, [student's name] verbally answered questions about the different customs.
- [Student's name] participated in a small-group discussion about the local communities [student's name] and his/her classmates are from and the ways in which each community is similar to and different from the others. There were three peers in [student's name]'s group; they asked [student's name] questions and encouraged him/her to comment on the discussion.
- The teacher brought in a family quilt and told a family story or history about it. [Student's name] used a quilt square, fabric scraps, fabric pens, and fabric glue to make a quilt piece of things that represent his/her family history or personal interests. Then [student's name] showed his/her quilt piece to the class and explained its meaning. After everyone in the class shared his/her piece, the quilt was assembled and displayed, showing the variety in the students' experiences.



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**Alternate Performance Indicator (API): C.2.2.** *Demonstrate an understanding of the reason for rules*

### **Sample Activities:**

- The teacher described a series of five scenarios to [student's name]. Each scenario involved a situation in which people did not follow rules. After each scenario, the teacher asked, "What might happen next?" [Student's name] verbally predicted the consequences of each instance in which people did not follow rules.
- [Student's name] helped create classroom rules and joined in a discussion of why each suggested rule was chosen or discarded. [Student's name] contributed suggestions for rules and made comments about whether or not each was a good choice. The teacher wrote each rule on the board as it was suggested, and the class voted on each with a show of hands. When a rule was discarded, [student's name] erased it from the list, with prompts as needed from the teacher.

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**Alternate Learning Expectation (ALE): C.2.** *Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing*

**Alternate Performance Indicator (API): C.2.3.** *Identify persons in a family and their roles*

### **Sample Activities:**

- [Student's name] identified family members by pointing to photographs on a picture board in response to the verbal cue, "Where is [person's name]?"
- Given photographs of his/her family members, [student's name] verbally named each family member as the teacher pointed to that person's picture and asked, "Who is this?"
- Given photographs of his/her family members, [student's name] verbally named each family member and described that person's role in the family when the teacher pointed to that person's picture and asked, "Who is this? What does he/she do in your family?"
- When the teacher showed [student's name] a picture of an unfamiliar family, [student's name] verbally identified each family member by title (e.g., father, mother, sister, brother, baby) and discussed his/her possible roles in the family (e.g., dishwasher, homework helper, someone to play basketball with, someone to fix a broken skateboard, someone to entertain the baby, someone everybody takes care of).
- Using the flannel board and felt-backed cut-outs, the teacher showed the class a representation of a family and asked questions about what roles the various family members might play. "Family members" and accessories were added and removed to reflect the different families being discussed. [Student's name] and his/her classmates engaged in a discussion about how roles are assigned differently in different families.
- [Student's name] and a group of peers made paper bag puppets to represent various family members. They then role-played a series of scenarios designed to show the various roles of each family member represented. [Student's name] made a puppet of a mother and played the role of the mother in two scenarios.

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**Alternate Learning Expectation (ALE): C.3.** *Recognize that people use diverse languages to communicate with one another*

**Alternate Performance Indicator (API): C.3.1.** *Understand individual differences in languages, beliefs, and customs that may be unique to one's culture*

### **Sample Activities:**

- [Student's name] read a teacher-made book about three children in the same class who go home to families in which different languages are spoken. In the story, Miguel's parents speak Spanish; Lucienne's speak French; Sam's speak English. The story follows the children through the day, showing how each child engages in similar activities but using different words and with a slightly different cultural influence. For example, at lunch, the children in the story eat the lunches they brought from home. Sam's mom packed a sandwich made with bread; Miguel has tortillas; and Lucienne has a croissant. After the story was read, [student's name] verbally answered simple questions about it (e.g., What lunch did Miguel's mother pack? Which lunch would you like best? Which child comes from a family that speaks French?)
- [Student's name] used marker, glue, and magazine photos to make a poster depicting the following five different countries and the religion practiced by the majority of the people there: U.S.–Christianity; India–Hinduism; Israel–Judaism; Iraq–Islam; Tibet–Buddhism.

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**Alternate Learning Expectation (ALE): C.3.** *Recognize that people use diverse languages to communicate with one another*

**Alternate Performance Indicator (API): C.3.2.** *Identify diverse cultural groups within the communities of Tennessee*

### **Sample Activities:**

- After a class field trip to a multicultural festival (e.g., ethnic dances, crafts, costumes, stories, foods) at a local university, [student's name] took part in a class discussion about the different cultures represented.
- [Student's name] listened to a guest speaker's presentation about his immigration to the United States and the differences he found between his native country and his new home in Tennessee.
- [Student's name] participated in a class discussion about various cultural groups in Tennessee, then used markers to help make a poster board pie chart representing the percentages of each cultural group in his/her own community.

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**Alternate Learning Expectation (ALE): C.4.** *Recognize that communities have customs and cultures that differ*

**Alternate Performance Indicator (API): C.4.1.** *Retell stories from diversely selected folktales, myths, and legends*

### **Sample Activities:**

- [Student's name] listened to a guest storyteller tell folktales at a school assembly. [Student's name] demonstrated listening behaviors by looking at the stage and responding with appropriate facial expressions throughout the stories. (Prerequisite)
- [Student's name] listened to a Nigerian folktale, *Why the Sky is Far Away* by Mary-Joan Gerson and Carla Golembe, read aloud by the teacher. After the teacher read each page, she asked [student's name] what happened on that page, and [student's name] accurately recounted the events described on the page.
- After listening to the story *Dancing Turtle: A Folktale from Brazil*, by Pleasant DeSpain, [student's name] placed four pictures, each representing an event from the story, in chronological order. [Student's name] then retold the story using the pictures as visual aids. The teacher asked guiding questions as needed.
- [Student's name] listened to a peer read *The Green Frogs: A Korean Folktale* by Yumi Heo. Then [student's name] and the peer took turns telling each other the story to present at a school-wide storytelling festival.
- [Student's name] and a small group of peers made a storyboard of an Indonesian folk tale. To make the storyboard, each student drew two pictures on art paper and colored them with markers. Then [student's name] helped put the pictures in sequential order and attached them to a trifold display board.

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**Alternate Learning Expectation (ALE): C.4.** *Recognize that communities have customs and cultures that differ*

**Alternate Performance Indicator (API): C.4.2.** *Recognize that people from diverse cultures can live together in the same neighborhood*

### **Sample Activities:**

- [Student's name] and a group of peers listened to the teacher read the storybook *The Garden of Happiness*, by Erika Tamar, in which an abandoned lot is made into a garden by the inhabitants of a multicultural neighborhood, who each plant something native to his/her native country. After listening to the story and discussing it, [student's name] helped his/her peers design and plant a similar garden in a child's wading pool filled with potting soil.
- With help from a peer partner, [student's name] used markers and colored pencils to make a poster depicting a neighborhood with inhabitants of at least five visibly different cultures.
- [Student's name] and four peers each made a paper bag puppet representing a member of a different culture (Chinese, Kenyan, Brazilian, Italian, Irish). The group then performed a short improvisational puppet play about a multicultural neighborhood event. The play incorporated each group member's puppet.
- [Student's name] and four peers performed a short improvisational play about a multicultural neighborhood event. [Student's name] portrayed a boy/girl whose family has just moved to America from Japan.

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**Alternate Learning Expectation (ALE): C.5.** *Recognize components of American culture (e.g., holidays, language, clothing, food, art, music, and religion)*

**Alternate Performance Indicator (API): C.5.1.** *Recognize that most cultures preserve important personal and public items from the past*

### **Sample Activities:**

- After a group discussion about how cultures attempt to preserve items from the past, [student's name] helped assemble items to place in a class time capsule (a waterproof plastic storage box). Among the items placed in the time capsule were a student drawing, a Spongebob comic book, a glitter pencil, and a booklet of stories written by students.
- [Student's name] interviewed an elderly friend or family member about what personal items he/she would like to preserve—or would like to have preserved—from his/her past and why. A peer filmed the interview with a hand-held video recorder.
- In a small-group activity, [student's name] used papier mache, poster board, oven-baked clay, paint, and gold leaf to make a cutaway model of an Egyptian pyramid, complete with mummy, sarcophagus, and contents of the burial chamber.
- [Student's name] and a peer helper designed a museum that would house artifacts from at least five notably different cultures. The design included a labeled map (on graph paper) of the proposed building and a list (on notebook paper) of what items were housed in each room.

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**Alternate Learning Expectation (ALE): C.5.** *Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion)*

**Alternate Performance Indicator (API): C.5.2.** *Identify major national holidays and their purposes*

### **Sample Activities:**

- After reading a story about the first Thanksgiving, [student's name] participated in a class discussion about modern-day Thanksgiving traditions. Then [student's name] helped paint a mural (on butcher paper) depicting the first Thanksgiving and the various modern traditions discussed.
- [Student's name] used paper, markers, a hole-puncher, and ribbon to make a 10-page booklet about the origins of Christmas traditions.
- Given five cards, each printed with the name of a holiday, and five items, each associated with a specific holiday, [student's name] matched each word card to the item associated with it—a toy Santa for Christmas, a mask for Halloween, an American flag for July 4, a heart for Valentine's Day, and an egg for Easter.
- Given a calendar for the current year and a series of holiday stickers, [student's name] placed each sticker on the day representing the holiday symbolized by that sticker.



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**Alternate Performance Indicator (API): C.5.3.** *Recognize patterns of cultural traits such as language, religion, and social structure*

### **Sample Activities:**

- [Student's name] and a group of peers read the book *If the World Were a Village*, by David J. Smith, which makes the concept of a world of 6.2 billion people more understandable by representing the population of the world as a village of just 100 people (one person representing 62 million people in the real world). The book presents facts about such topics as nationalities, food, language, and religion in an easy-to-understand way (e.g., "[in the village of 100], 22 speak Chinese, 20 earn less than a dollar a day, 17 can't read or write, 60 are always hungry, and 24 have a television in their homes"). With the aid of a calculator, the group followed along with the math, then created a similar "village of 100" representing their own community, including the various cultures represented. [Student's name] assisted the group with this project by sharing comments and observations, and also by punching numbers into the calculator, with help from a peer.
- As part of a group activity, [student's name] helped create and give a presentation, complete with visual aids (Power Point slideshow, poster, and handout) comparing the language, religions, customs, and social structure of the following three countries: Tibet, India, and Israel. [Student's name] contributed to group discussion, colored part of the poster, and presented a few sentences about Indian customs.
- [Student's name], the teacher, and a peer browsed through the book *How People Live*, by Dena Freeman, pausing to discuss at least five of the cultures presented and then using a globe to find the locations of the various countries represented.

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**Alternate Learning Expectation (ALE): E.1.** *Identify basic human needs*

**Alternate Performance Indicator (API): E.1.1.** *Demonstrate understanding that people need food, clothing, and shelter*

### **Sample Activities:**

- On lined paper, [student's name] "wrote" a packing list for a camping trip, making sure to address the basic human needs of food/water, clothing, and shelter). He/she used pictures and invented spelling to represent the items on the list.
- [Student's name] watched an episode of *Survivor Man* and discussed with a peer why the host needed food and shelter and how he found them in the wild.
- [Student's name] listened to a story about Inuit life, then discussed with the teacher the need for shelter against the elements. Afterward, with the help of a peer, [student's name] built a model igloo from sugar cubes.
- [Student's name] and a peer looked at a picture book of clothing from different lands and discussed how and why the people from each country designed their clothing to meet the needs of that country's climate and terrain.

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**Alternate Learning Expectation (ALE): E.1.** *Identify basic human needs*

**Alternate Performance Indicator (API): E.1.2.** *Explain how basic human needs of food, clothing, shelter and transportation are met*

### **Sample Activities:**

- During a class discussion of how and why people need food, [student's name] made five verbal contributions to the discussion. Afterward, [student's name] helped plant a class vegetable garden.
- [Student's name] and a peer looked at a picture book of clothing from different lands and discussed where the people from each country acquired the materials from which to make their clothing.
- [Student's name] and a small group of peers were shown a head of lettuce, an apple, a round of cheese, a carton of (hardboiled) eggs, and a cooked steak. They smelled, touched, and tasted each food. Then [student's name], peers, and teacher discussed where each comes from.
- [Student's name] and a small group of peers were shown pictures of a cotton shirt, a car, a brick house, and a city bus. Then [student's name], peers, and teacher discussed what each is used for and where a consumer can buy or (in the case of the bus) make use of each one.
- Given a worksheet showing pictures of a head of lettuce, an apple, a round of cheese, a carton of eggs, and a steak on the left and their sources on the right, [student's name] drew a line from each food to its source.
- [Student's name] watched a video on how vegetables are grown and distributed.

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**Alternate Learning Expectation (ALE): E.2.** *Identify examples of goods and services in the home, school, and community*

**Alternate Performance Indicator (API): E.2.1.** *Distinguish the difference between goods and services*

### **Sample Activities:**

- [Student's name] listened as the teacher read aloud from the book *Goods and Services*, by Janeen R. Adil. Then [student's name] participated in a group discussion about the concepts introduced in the book.
- [Student's name] was given two picture cards, one of a box with canned foods in it (representing goods) and the other of a person cleaning an office (services). The teacher named five goods and five services. As each was named, [student's name] identified it as a good or a service by pointing to the correct picture.
- On a white board, [student's name] used erasable markers to list goods in one column and services in another. He/she used pictures and invented spelling as needed to represent the items on the list.
- [Student's name] cut out magazine photos to represent goods and services, then made a poster by gluing each photo under the appropriate heading: goods or services.

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**Alternate Learning Expectation (ALE): E.2.** *Identify examples of goods and services in the home, school, and community*

**Alternate Performance Indicator (API): E.2.2.** *Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store)*

### **Sample Activities:**

- [Student's name] was given two sets of five pictures each. One set depicted the following goods and services: groceries, medicine, clothing, art supplies, and car. The other depicted the following places in which those goods or services could be purchased: grocery store, pharmacy, clothing boutique, art supply store, and car dealership. [Student's name] correctly matched each good or service with the place in which it could be purchased.
- [Student's name] accompanied the class on a field trip to a local discount store (Wal-Mart). Afterward, upon request, [student's name] verbally named at least ten things that could be purchased there.
- After accompanying the class on a field trip to a local discount store (e.g., Wal-Mart, K-Mart, Target), [student's name] made a list (on notebook paper) of at least ten things that could be purchased there. He/she used pictures and invented spelling as needed to represent the items on the list.
- After accompanying the class on a field trip to a local discount store (e.g., Wal-Mart, K-Mart, Target), [student's name] made a list (on notebook paper) of at least ten things that could be purchased there.

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**Standard:** *Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

**Alternate Learning Expectation (ALE): E.2.** *Identify examples of goods and services in the home, school, and community*

**Alternate Performance Indicator (API): E.2.3.** *Recognize that goods and services are exchanged worldwide*

### **Sample Activities:**

- Given a two-dimensional map of the world, [student's name] used picture labels and markers to indicate how various goods and services originate in one area and are sent to other places around the world. For example, the label that depicted "oranges" was attached to a location in Florida, and lines were drawn from the picture of oranges to a place where the oranges might be sent.
- Given a two-dimensional map of the world, [student's name] used push-pins, picture labels, and colored yarn to indicate how various goods and services originate in one area and are sent to other places around the world. For example, the label that depicts "oranges" was pinned to a location in Florida, along with one end of a piece of orange yarn. The other end of the yarn was pinned to a place where the oranges might be sent.
- The teacher showed [student's name] and a small group of peers the following objects: a banana, a silk scarf from China, an orange, a Swiss pocket watch, and a piece of cotton cloth. [Student's name], peers, and teacher discussed each item, where it comes from, and where in the world it might be sent.
- [Student's name] made and illustrated a booklet depicting five products the U.S. sends to other countries and five products the U.S. receives from other countries.

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**Standard:** *Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

**Alternate Learning Expectation (ALE): E.3.** *Explain how work provides income to purchase good and services*

**Alternate Performance Indicator (API): E.3.1.** *Demonstrate awareness of jobs and what is required to perform them*

### **Sample Activities:**

- On career day, [student's name] listened to a presentation by a firefighter, then verbally participated in the question-and-answer session about what firefighters do and how they do it. [Student's name] participated by asking at least two questions and answering at least two questions.
- [Student's name] was given two sets of picture cards with Velcro backing, one set picturing a firefighter, police officer, baker, auto mechanic, and doctor and the other picturing a fire hose, handcuffs, rolling pin, wrench, and stethoscope. [Student's name] placed the picture of each professional person on a flannel board next to the picture of the item needed to perform that person's job.
- Given crayons and art paper, [student's name] drew a picture of his/her parents' jobs and verbally explained what skills, equipment, and supplies each parent needs in order to do his/her job.
- [Student's name] looked at ten pictures of people performing various jobs and verbally answered questions about what is required to do those jobs. The teacher asked guiding questions as needed to elicit responses that include both physical equipment and mental or emotional characteristics.

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**Alternate Learning Expectation (ALE): E.3.** *Explain how work provides income to purchase good and services*

**Alternate Performance Indicator (API): E.3.2.** *Recognize that all jobs are significant and realize that some jobs are interdependent*

### **Sample Activities:**

- [Student's name] was given a list of the following five jobs: doctor, teacher, custodian, farmer, and cashier. [Student's name] and a group of peers listed the jobs horizontally on a whiteboard and wrote beneath each a list of things that might happen if no one did that job.
- Given notebook paper and a pencil, [student's name] made a list of all the people who might work at a hospital and wrote a sentence about each one to explain that person's role in making the hospital run efficiently.
- [Student's name] and a group of peers drew a Bristol board map of an imaginary town and, on the right-hand side of the map, listed all the jobs needed to make their town safe and successful.



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**Alternate Learning Expectation (ALE): E.4.** *Know the major products of Tennessee*

**Alternate Performance Indicator (API): E.4.1.** *Identify major product of the state*

### **Sample Activities:**

- [Student's name] cut out magazine pictures of the major products of Tennessee and pasted them onto a cardboard outline of the state of Tennessee.
- Given a cotton boll, a silk scarf, and an ear of corn, [student's name] pointed to the one that is a major product of Tennessee (the cotton boll).
- Given a list of five of Tennessee's major products, [student's name] chose one and then designed and created a poster advertising it. He/she used markers, colored pencils, glitter, and photographs to illustrate the poster and write the captions.

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**Alternate Learning Expectation (ALE): E.5.** *Classify needs and wants using pictures of common items (e.g., food, cleaning products, clothes, candy, and makeup)*

**Alternate Performance Indicator (API): E.5.1.** *Distinguish between needs and wants*

### **Sample Activities:**

- After participating in a class discussion and demonstration about what is important for survival, [student's name] was given a learning box with concrete items in it, some of which are necessary for survival in an emergency crisis. The items in the box were: a dog (represented by a photo of a dog), food, comic book, water, reward stamps, batteries, and a flashlight. [Student's name] separated them into two groups—wants and needs—by pointing to one of two items presented by the teacher in response to the question, “Which one do we need?”
- Given a worksheet showing three pictures of things that are necessary for survival—food, clothing, and shelter—and three that are not—telephone, television, and bicycle—[student's name] circled the three things that are necessary for survival.

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**Alternate Learning Expectation (ALE): E.5.** *Classify needs and wants using pictures of common items (e.g., food, cleaning products, clothes, candy, and makeup)*

**Alternate Performance Indicator (API): E.5.2.** *Explain why people have jobs*

### **Sample Activities:**

- [Student's name] and a small group of peers discussed their parents' jobs, why their parents have jobs, why their parents might have chosen those jobs, and what would happen if their parents did not have jobs.
- [Student's name] listed five classroom jobs on the whiteboard and verbally explained to a peer tutor what would happen if those jobs were not done.
- With help from a peer tutor, [student's name] made a collage—using magazine pictures pasted on poster board—of five different jobs. [Student's name] then verbally shared with the class the reasons why each job is necessary.
- [Student's name] interviewed a cafeteria worker. Questions included why the person needs a job, why he/she chose this particular job, what the job entails, and why the job is important. [Student's name] recorded the interview on a small, hand-held tape recorder.

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**Alternate Learning Expectation (ALE): E.5.** *Classify needs and wants using pictures of common items (e.g., food, cleaning products, clothes, candy, and makeup)*

**Alternate Performance Indicator (API): E.5.3.** *Recognize the difference between supply and demand*

### **Sample Activities:**

- [Student's name] helped plan a booth for the school bake sale, including taking part in a discussion about what baked goods to sell, how many of each to stock, why those goods should be chosen, and how they should be priced. Decisions were based on the number of potential customers and the items that are likely to be in the greatest demand. One peer took notes. [Student's name] made relevant comments and asked relevant questions about the proposed booth.
- [Student's name] set up a successful small virtual zoo for the video game *Zoo Tycoon*, paying attention to the concept of supply and demand when setting prices and determining services.
- [Student's name] played a teacher-made board game in which each player was given \$100 to start an imaginary business that sells a product. Each round, each player rolled dice to determine the number of spaces to be moved, landing on either a "supply" square or a "demand" square. If [student's name] landed on a "supply" square, he/she drew a card from the "supply" deck, which described a change in the supply of the player's product (e.g., a flood destroys half the raw materials for the product, making them very expensive and hard to come by; a record-breaking crop results in an excessive amount of raw materials, allowing the player to get those materials cheaply). If [student's name] landed on a "demand" square, he/she drew a "demand card" (e.g., your product is featured on *Oprah* and suddenly everyone wants one; a rival company has a newer, cheaper version of your product). Each round, the player told whether he/she should raise or lower prices based on the events described on the card. If he/she chose correctly, he/she earned a \$100 profit. If he/she chose incorrectly, he/she did not make a profit. The player with the most money at the finish line won.

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**Alternate Learning Expectation (ALE): E.5.** *Classify needs and wants using pictures of common items (e.g., food, cleaning products, clothes, candy, and makeup)*

**Alternate Performance Indicator (API): E.5.4.** *Distinguish between producer and consumer (e.g., baker bakes bread and people buy bread)*

### **Sample Activities:**

- [Student's name] was given a mat with two labels at the top: "consumer" and "producer." Given ten pictures, each depicting a producer (person making a product or providing a service) or a consumer (person buying or using a product), [student's name] placed each beneath the correct label.
- With verbal prompting as needed, [student's name] named five things he/she consumes (e.g., spaghetti, soft drinks, clothing).
- [Student's name] named five things he/she consumes and five things he/she produces. A peer wrote [student's name]'s choices on the whiteboard using colored dry-erase markers—a red marker for things consumed and a blue marker for things produced.
- [Student's name] cut out magazine pictures of things he/she consumes and pasted them onto a piece of colored construction paper.
- Shown ten photographs, each depicting a producer and a consumer (e.g., baker and customer, farmer and person buying groceries, seamstress and woman buying dress), [student's name] pointed to the producer and the consumer on request.

## **Content Standard: GEOGRAPHY**

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**Alternate Learning Expectation (ALE): GG.1.** *Describe seasons*

**Alternate Performance Indicator (API): GG.1.1.** *Describe how weather impacts daily life*

### **Sample Activities:**

- [Student's name] and a small group of peers improvised a short play about a family picnic threatened by a rainstorm.
- [Student's name] played a computer game in which he/she designed and managed a virtual farm. In the course of the game, [student's name] had to deal with the effects of the weather on his/her crops and work plans. After playing the game, [student's name] discussed how the weather affected the farmer's work.
- [Student's name] contributed at least five comments or questions to a group discussion about ways in which the weather might affect a person's plans (e.g., a rained out ball game, a sunny day for going to the beach, school canceled because of snow).

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**Alternate Learning Expectation (ALE): GG.1.** *Describe seasons*

**Alternate Performance Indicator (API): GG.1.2.** *Describe different kinds of weather*

### **Sample Activities:**

- [Student's name] was given five pictures representing the following weather conditions: sunny, snowing, cloudy, tornado, thunderstorm. As the teacher described each weather condition, [student's name] correctly pointed to the picture that represented it. (Prerequisite)
- While on a walk around the school grounds, [student's name], upon request by the teacher, verbally described the current weather conditions.
- [Student's name] was given five pictures representing the following weather conditions: sunny, snowing, cloudy, tornado, thunderstorm. Upon request, [student's name] gave a verbal description of each.

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**Alternate Learning Expectation (ALE): GG.2.** *Understand how to use maps, globes, and other geographic representations, tools and technologies*

**Alternate Performance Indicator (API): GG.2.1.** *Understand and recognize familiar localities (school, home, etc.)*

### **Sample Activities:**

- Upon request, [student's name] pointed to his/her school, house, and grandmother's house on his/her picture-communication board.
- [Student's name] was given five pictures of the following familiar locations: school, home, Wal-Mart, McDonald's, and the Tae Kwan Do school. As the teacher pointed to each picture, [student's name] named the location represented and described what generally happens there.



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**Alternate Learning Expectation (ALE): GG.2.** *Understand how to use maps, globes, and other geographic representations, tools and technologies*

**Alternate Performance Indicator (API): GG.2.2.** *Locate and name familiar places in school and in the neighborhood*

### **Sample Activities:**

- A peer took [student's name] for a walk around the school and school grounds. The peer stopped at familiar locations (e.g., cafeteria, art room, principal's office, playground) and asked [student's name], "Where are we now?" or "Where is this?" [Student's name] correctly identified each location.
- [Student's name] and a peer went for a walk. The peer asked [student's name] to take him/her to familiar locations (e.g., cafeteria, art room, principal's office, playground), and [student's name] led the peer to the requested location.

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**Alternate Learning Expectation (ALE): GG.2.** *Understand how to use maps, globes, and other geographic representations, tools and technologies*

**Alternate Performance Indicator (API): GG.2.3.** *Describe differences among physical features of locations (e.g., farms, cities, urban, rural)*

### **Sample Activities:**

- Given two red pencils and a blue one, [student's name] told which two were the same and which one was different. (Prerequisite)
- [Student's name] was given two pictures of the same landscape, but the second picture was different from the first in ten ways (e.g., a horse in the pasture instead of a cow; a tree in one that had been "Photoshopped" out of the other; a chimney on the opposite side of a cottage). [Student's name] found and circled the ten things that were different in the second picture.
- Given a photograph of a farm and a photograph of a cityscape, [student's name] described each picture and told what was different about them.
- [Student's name] drew a picture of his/her bedroom and a sibling's bedroom and described the differences between them.
- Given pictures of a Scottish village and a beach resort in Miami, [student's name] described the differences between the two.

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**Alternate Learning Expectation (ALE): GG.2.** *Understand how to use maps, globes, and other geographic representations, tools and technologies*

**Alternate Performance Indicator (API): GG.2.4.** *Recognize that maps and globes are representations or models of specific places*

### **Sample Activities:**

- [Student's name] followed a map of the classroom to find a prize (a set of glitter pens in a drawstring bag) hidden behind the filing cabinet.
- Given a sheet of art paper and a set of colored pens and pencils, [student's name] drew a map of his/her neighborhood.
- A peer drew a map of the playground (with crayons on art paper) and marked a path on it. [Student's name] followed the path from one piece of playground equipment to the next. In the final location, [student's name] found a bag of "pirate gold" (i.e., chocolate disks wrapped in gold foil) to share with the peer.
- Upon request, [student's name] pointed to the United States and to Tennessee on a globe.
- When presented with a globe and a photograph of Earth from space, [student's name] compared the two and pointed out similarities to the teacher. The teacher and student discussed how the globe is a model of Earth.

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**Alternate Learning Expectation (ALE): GG.2.** *Understand how to use maps, globes, and other geographic representations, tools and technologies*

**Alternate Performance Indicator (API): GG.2.5.** *Use map symbols and legends to identify locations and directions*

### **Sample Activities:**

- The teacher presented an unlabeled map of a bedroom with only the space and shapes (no legend). [Student's name] was told that this was a drawing of a bedroom in someone's house and asked to discuss what each of the various shapes might represent. The teacher helped [student's name] make a legend for the map. Then [student's name] drew a map of his/her own bedroom, complete with legend.
- [Student's name] used a simple map depicting fairy tale locations (e.g., the Three Pigs' house, the house that Jack built, Cinderella's castle, the Seven Dwarfs' cottage) to answer questions (e.g., "Where is the house that Jack built?"; "Whose house is the farthest south?")
- [Student's name] used a simple map depicting locations in an imaginary town (e.g., mayor's house, grocery store, mechanic's shop, hospital) to answer questions (e.g., Where is the mayor's house? Which building is the farthest south?)
- Given a simplified map of the United States, [student's name] correctly pointed to each of the following on request: legend, compass rose, north, south, east, west, a city, a road, and a river.

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**Alternate Learning Expectation (ALE): GG.2.** *Understand how to use maps, globes, and other geographic representations, tools and technologies*

**Alternate Performance Indicator (API): GG.2.6.** *Find a specific location on a school or community map*

### **Sample Activities:**

- Given a map of [student's name]'s home town or city, [student's name] "drove" a miniature car to various locations on the map, according to verbal directions given by a peer (e.g., "Start at the bank and follow Main Street to the hospital").
- Given a map of [student's name]'s home town or city, [student's name] used a highlighter to follow verbal directions given by a peer (e.g., "Start at the bank and follow Main Street to the hospital").
- On a simplified city map, [student's name] used different colored highlighters to mark navigable routes from the school to the fire department, from [student's name]'s home to a friend's home, and from [student's name]'s home to a nearby grocery store.

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**Alternate Learning Expectation (ALE): GG.2.** *Understand how to use maps, globes, and other geographic representations, tools and technologies*

**Alternate Performance Indicator (API): GG.2.7.** *Define and use directions (i.e., N, S, E, W)*

### **Sample Activities:**

- Given a worksheet depicting a compass rose with “N” filled in for north, [student’s name] used a pencil to fill in south, east, and west.
- [Student’s name] played the interactive computer game “Cybersquad and the Eye of Rom” located on the website: <http://pbskids.org/cyberchase/games/inverseoperations/inverseoperations.html>. In this game, [student’s name] followed directions N, S, E, and W to navigate through mazes and find four puzzle pieces.
- With one of the cardinal directions (i.e., N, S, E, W) written on each wall of the gym, [student’s name] jumped rope, jumping to face each direction called out by the teacher.
- Given a set of cards labeled, N, S, E, and W and told which direction is north, [student’s name] and three peers each took a card and then used their own bodies to make a compass rose by standing in a circle in correct formation in relation to north. For example, the child with the “N” card stood at the north end of the circle, while the child with the “S” card stood at the opposite end.
- With help from a peer tutor, [student’s name] made a cardboard compass rose and, from various places in the room, oriented the compass rose to cardinal directions (i.e., N, S, E, W) written on the walls.
- Given a map of [student’s name]’s home town or city, [student’s name] “drove” a miniature car according to verbal directions given by a peer (e.g., “Go north on Haint Hollow Road; go west on Tater Peeler Road”).
- Given a map of [student’s name]’s home town or city, [student’s name] used a highlighter to follow verbal directions given by a peer (e.g., “Go north on Haint Hollow Road; go west on Tater Peeler Road”).

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**Alternate Learning Expectation (ALE): GG.3** *Identify and use key geographical features on maps, (e.g., mountains, rivers, plains, valleys, and forests)*

**Alternate Performance Indicator (API): GG.3.1.** *Locate cities, states, countries, and continents on maps and globes*

### **Sample Activities:**

- Given a map of the United States, [student's name] correctly pointed to each of the following upon request: Tennessee, the Tennessee state capitol, and [student's name]'s hometown.
- [Student's name] and a small group of peers took turns throwing Velcro-tipped darts at a felt map of the United States. If the player named the state his/her dart landed on, he/she got a point. The player with the most points won.
- [Student's name] used permanent markers to make a globe from a light blue punching ball, correctly labeling the continents.
- [Student's name] and a peer tossed an inflatable globe back and forth to each other. The person who threw the ball called out the name of a country or continent. If the person who caught the ball pointed to the correct location on the globe, he/she earned a point. The person with the most points at the end won.
- [Student's name] correctly assembled a wooden puzzle map of the United States in which each piece was the labeled shape of a separate state.
- Using a map of Tennessee for reference, [student's name] made an edible map of Tennessee from cookie dough, using blue icing for rivers and lakes, chocolate chips for mountains, and [student's name]'s choice of M&Ms or Reese's Pieces for cities. Note: This activity was adapted from a lesson plan on the Internet4classrooms website:  
[http://www.internet4classrooms.com/grade\\_level\\_help.htm](http://www.internet4classrooms.com/grade_level_help.htm).

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**Alternate Learning Expectation (ALE): GG.3** *Identify and use key geographical features on maps, (e.g., mountains, rivers, plains, valleys, and forests)*

**Alternate Performance Indicator (API): GG.3.2.** *Locate major bodies of water on maps and globes*

### **Sample Activities:**

- Given a worksheet of a world map with the outlines of the continents on it, [student's name] colored the continents green or brown and the oceans blue.
- [Student's name] helped a group of peers make a salt-and-flour map of Tennessee with land painted green and the rivers and lakes painted blue.
- Given a beanbag and a floor map of the world, [student's name] tossed the beanbag onto land or water as requested by the teacher.
- Given a vinyl world map with the outlines of the continents on it, [student's name] used removable stickers to label the oceans: Atlantic, Pacific, Arctic, Antarctic, and Indian.



**Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.1. Exhibit cooperation**

**Alternate Performance Indicator (API): GC.1.1. Work beside other children**

**Sample Activities:**

- [Student's name] worked alongside peers in woodworking class, making a set of wooden bookends.
- [Student's name] used bamboo sticks, silk, and fabric paint to make a Chinese dragon kite alongside a group of peers, who were also making kites.
- [Student's name] completed a George Washington stick puppet alongside a group of peers, who worked on puppets of their own.

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.1.** *Exhibit cooperation*

**Alternate Performance Indicator (API): GC.1.2.** *Work with other children*

### **Sample Activities:**

- [Student's name] and a peer worked together to complete a mosaic from small pieces of ceramic tile.
- [Student's name] helped a small group of peers build a Chinese dragon kite from bamboo sticks, silk, and fabric paint.
- [Student's name] and a peer worked together to build a traditional diamond-shaped kite from balsa wood sticks and white plastic bags decorated with permanent markers.
- After listening to the story *Goldilocks and the Three Bears*, [student's name] and a small group of peers made paper bag puppets to represent the characters in the story. Then [student's name] and peers performed the story for the rest of the class.
- [Student's name] and a small group of peers prepared an oral presentation on killer whales, complete with a poster to use as a visual aid. Each student discussed one aspect of the killer whale (e.g., behavior, physiology, eating and hunting habits, habitat). [Student's name] talked about what killer whales eat and showed a poster with photos of various animals the killer whale eats (e.g., fish, seals).

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.1.** *Exhibit cooperation*

**Alternate Performance Indicator (API): GC.1.3.** *Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts)*

### **Sample Activities:**

- [Student's name] and a peer role-played a situation in which two children want to play with the same toy. Afterward, [student's name] participated in a class discussion about different ways in which the conflict could have been resolved.
- [Student's name] and a peer role-played a situation in which a daughter/son wants to go to a concert over a parent's objections. During the course of the role-playing, the two actors presented the conflict and arrived at a reasonable compromise.
- [Student's name] verbally named three different ways to resolve a situation in which a person is being bullied by a classmate. Then [student's name] and teacher discussed each strategy and why each one might or might not be effective.
- On the dry-erase board, [student's name] made a list of five different ways to resolve a situation in which a person is being bullied by a classmate. After the list was completed, [student's name] discussed the five possible strategies with the teacher, decided which one would be the most effective, and explained why he/she made that choice.

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): GC.2.1.** *Demonstrate understanding of the reason for rules*

### **Sample Activities:**

- The teacher described a series of five scenarios to [student's name]. Each scenario involved a situation in which people did not follow rules. After each scenario, the teacher asked, "What might happen next?" [Student's name] predicted the consequences of each instance in which people did not follow rules.
- [Student's name] helped create classroom rules and joined in a discussion of why each suggested rule was chosen or discarded. [Student's name] contributed suggestions for rules and made comments about whether or not each was a good choice. The teacher wrote each rule on the board as it was suggested, and the class voted on each with a show of hands. When a rule was discarded, [student's name] erased it from the list, with prompts as needed from the teacher.
- After reading an adaptation of the movie *Where the Wild Things Are* (based on the book by Maurice Sendak), [student's name], teacher, and a group of three peers discussed the need for rules and what might happen if there were none.
- After reading an excerpt about characters (the Herdmans) who misbehave in *The Best Christmas Pageant Ever*, by Barbara Robinson, [student's name], teacher, and a group of three peers discussed the need for rules and what might happen if there were none.

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): GC.2.2.** *Design a set of rules or laws for home, classroom, or community*

### **Sample Activities:**

- [Student's name] helped create five classroom rules and joined in a class discussion of why each suggested rule was chosen or discarded. The teacher led the discussion and wrote each rule on the whiteboard as it was being discussed. The class voted on each rule by a show of hands. The teacher wrote each rule that was accepted on poster board to be displayed in the classroom. When a rule was rejected, [student's name] erased it from the whiteboard.
- [Student's name] and a small group of peers designed an imaginary town. They made a map of the town, drew at least five characters who might live and work there, and discussed a set of laws the citizens must follow. When the group decided on the laws, [student's name] dictated the laws to the teacher, who wrote them down on a sheet of notebook paper and put them in a notebook, along with the map and the character drawings.
- [Student's name] designed an imaginary town and made a notebook that included a map of the town, a list of characters who might live and work there, and a set of laws the citizens must follow.

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): GC.2.3.** *Demonstrate understanding of the necessity for establishing and enforcing the rule of law*

### **Sample Activities:**

- [Student's name] dictated a short story to a peer tutor about what might happen in a city with no laws. The peer recorded the story on lined paper and gave it to [student's name].
- [Student's name] and a group of three peers wrote and performed a play about a town with no laws.
- [Student's name] listened to a presentation by a police officer on laws and why they are important.

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.3.** *Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class*

**Alternate Performance Indicator (API): GC.3.1.** *Demonstrate understanding of being a good citizen*

### **Sample Activities:**

- After a class discussion on the characteristics of a good citizen, [student's name] and peers went outside and picked up trash from the playground to emphasize the idea that good citizens help take care of the environment in which they live.
- [Student's name] help put together food baskets for a local homeless shelter to emphasize the idea that good citizens help other citizens in need.
- [Student's name] dictated a short story to a peer tutor about what might happen in a city with no laws. The peer recorded the story on lined paper and gave it to [student's name].

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.3.** *Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class*

**Alternate Performance Indicator (API): GC.3.2.** *Demonstrate understanding of individual and group responsibility*

### **Sample Activities:**

- Given a set of ten cards, each illustrating a personal or group responsibility (e.g., taking out the trash, repairing a road), [student's name] sorted them into two stacks, one for individual responsibilities and one for group responsibilities.
- After watching *Hoot*, a movie about a group of young misfits fighting to save a species of burrowing owl from a land developer, [student's name] participated in a class discussion of individual versus group responsibilities.



## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.3.** *Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class*

**Alternate Performance Indicator (API): GC.3.3.** *Categorize responsibilities that citizens have to their community, state, and country*

### **Sample Activities:**

- With the help of a peer, [student's name] made three columns, one labeled "community," one labeled "state," and one labeled "country." [Student's name] named at least three responsibilities a citizen has to each, and the peer helped [student's name] list the responsibilities in the correct columns.
- After a discussion on a citizen's right and responsibility to vote, [student's name] participated in a mock election by listening to candidates' speeches, filling out a paper ballot, and putting it in a ballot box.

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.3.** *Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class*

**Alternate Performance Indicator (API): GC.3.4.** *Identify examples of rights and responsibilities of citizens*

### **Sample Activities:**

- After a discussion on a citizen's right and responsibility to vote, [student's name] participated in a mock election by listening to candidates' speeches, filling out a paper ballot, and putting it in a ballot box.
- Using poster board and felt-tip pens, [student's name] made a chart with a citizen's rights represented on the left and responsibilities on the right.
- [Student's name] used felt and fabric paint to make a bookmark with three of a citizen's rights on the front and three of a citizen's responsibilities on the back.

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.4.** *Be aware that every community has some form of governance*

**Alternate Performance Indicator (API): GC.4.1.** *Know rules of safety including signs and signals*

### **Sample Activities:**

- Given a cardboard stop sign, [student's name] traced the edges of the sign with his/her finger.
- Given a cardboard stop sign, [student's name] placed the sign on a piece of white paper and traced around it with a highlighter. Using the cardboard sign as a model, [student's name] wrote the word "STOP" on the sign and colored the sign to match the model.
- [Student's name] "drove" a toy car across a floor map, obeying safety signs depicted on the map (e.g., stop, merge, slow).
- Given five word cards that said "DANGER" and a set of ten pictures, five of which depicted dangerous situations, [student's name] laid out the pictures and placed the word "danger" beneath each dangerous situation.

**Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.4.** *Be aware that every community has some form of governance*

**Alternate Performance Indicator (API): GC.4.2.** *Identify leaders in local, state, and national governments (e.g., mayor, governor, and United States President)*

**Sample Activities:**

- [Student's name] learned about his/her local government leaders by going on a virtual tour of city hall at: [http://www.hud.gov/kids/ch/ch3\\_frnt3.html](http://www.hud.gov/kids/ch/ch3_frnt3.html).
- When presented with pictures of five United States Presidents, [student's name] verbally identified them by name.

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.4.** *Be aware that every community has some form of governance*

**Alternate Performance Indicator (API): GC.4.3.** *Describe important individual rights including freedom of religion, speech, and press*

### **Sample Activities:**

- After a discussion on freedom of the press, [student's name] and a group of peers planned and created an issue of a class newspaper. [Student's name] contributed three ideas about the paper's contents. Then a peer helped [student's name] type a news story about the fall carnival to be included in the paper.
- After a discussion on freedom of speech, [student's name] took part in a debate about one of five current political issues written on a slip of paper and drawn blindly from a box.
- [Student's name] watched a video about the civil rights movement.
- After a discussion about freedom of religion, [student's name] and a peer interviewed (on camera) four people of different religions for a class-made movie on diverse religious practices in the United States.

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.5.** *Identify characteristics of good citizenship, such as establishing belief in justice, truth, equality, and responsibility for the common good*

**Alternate Performance Indicator (API): GC.5.1.** *Understand the meaning of the Pledge of Allegiance*

### **Sample Activities:**

- [Student's name] watched a slide show explaining the meaning of the various lines of the Pledge of Allegiance. The slide show was found at: [http://www.internet4classrooms.com/skills\\_1st\\_social.htm#geo](http://www.internet4classrooms.com/skills_1st_social.htm#geo).
- [Student's name] and five peers each were given one line of the Pledge of Allegiance. Each student learned his/her line. Then students assembled the Pledge by lining up in the correct order. Each student recited his/her line and told what it means.
- On request, [student's name] recited the Pledge of Allegiance from memory.
- [Student's name] discussed with a peer and the teacher why people in the United States say the Pledge of Allegiance.

**Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.5.** *Identify characteristics of good citizenship, such as establishing belief in justice, truth, equality, and responsibility for the common good*

**Alternate Performance Indicator (API): GC.5.2.** *Understand that voting is a way of making choices and decisions*

**Sample Activities:**

- [Student's name] voted in a class election by marking his/her choice on a paper ballot and placing it in the ballot box.
- After a discussion about what foods should be served at a class picnic, [student's name] raised his/her hand to vote in favor of either hamburgers or pizza.

## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.5.** *Identify characteristics of good citizenship, such as establishing belief in justice, truth, equality, and responsibility for the common good*

**Alternate Performance Indicator (API): GC.5.3.** *Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant*

### **Sample Activities:**

- [Student's name] and a peer used pencils, pens, and markers to write and illustrate a 5-page comic book about the origin of the Statue of Liberty.
- [Student's name] and a small group of peers made a replica of the White House from a cardboard armature and papier mache.
- Given a worksheet with five selected patriotic symbols on the left and a brief explanation of each symbol on the right, [student's name] correctly drew a line from each symbol to its meaning.



## **Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.5.** *Identify characteristics of good citizenship, such as establishing belief in justice, truth, equality, and responsibility for the common good*

**Alternate Performance Indicator (API): GC.5.4.** *Recognize personal, religious, and national celebrations of various American cultures (Independence Day, Columbus Day, Martin Luther King, Jr. Day, Memorial Day, and Thanksgiving)*

### **Sample Activities:**

- After listening to a story about the first Thanksgiving, [student's name] made finger puppets representing the characters in the book and used the puppets to retell the story.
- [Student's name] watched a PowerPoint presentation about the life of Martin Luther King, Jr. and verbally answered five questions about it.
- After watching a video about the origin and meaning of Memorial Day, [student's name] used pre-cut felt shapes—white stars, white strips, red strips, and a blue rectangle—to make a United States flag.

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.1.** *Recognize change in the environment (e.g. toys added or taken away; room rearranged)*

### **Sample Activities:**

- The teacher placed five objects (e.g., pencil, book, eraser, paperweight) on [student's name]'s desk and asked [student's name] to study them for one minute. Then [student's name] covered his/her eyes, and the teacher removed one of the five objects. When directed to open his/her eyes, [student's name] told which object was removed.
- [Student's name] was given one minute to look around the art area. Then he/she covered his/her eyes, and the teacher made a change in the environment (e.g., moving the paintbrushes from one side of the sink to the other). The teacher said "Okay, open your eyes," and [student's name] looked around the area and told the teacher what change was made.
- [Student's name] and a peer took turns arranging and rearranging the furniture in a Victorian dollhouse. The person who was not arranging the furniture covered his/her eyes while the changes were being made. After each arrangement, [student's name] and peer discussed the changes that were made.

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.2.** *Use a schedule to record previous and future events*

### **Sample Activities:**

- After math class, [student's name] went to his/her pocket schedule and pointed to the picture beneath "Math" to indicate what activity came next.
- Given five picture cards, each with a picture representing one of the day's activities, [student's name] put the cards in chronological order to represent the day's schedule. The teacher provided verbal cues and guiding questions (e.g., "And then what do we do?") as needed.

**Content Standard: HISTORY**

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**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.3.** *Read and construct simple timelines*

**Sample Activities:**

- [Student's name] used a sequence of "picture instructions" to follow the sequential steps in making cupcakes.
- [Student's name] helped the class make a butcher paper mural depicting the history of the United States in the form of an illustrated timeline.
- Shown a simple paper timeline of three events (e.g., breakfast, lunch, and dinner; baby crawling, toddler walking, boy running), [student's name], upon request, pointed to what happened first, second, and last.

**Content Standard: HISTORY**

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**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.4.** *Recognize routines and categorize time intervals*

**Sample Activities:**

- [Student's name] gave appropriate verbal responses to five questions about his/her daily activities (e.g., "What do you do when you get home from school?").
- When asked to describe his/her daily activities, [student's name] recounted at least five things he/she does each day.

## **Content Standard: HISTORY**

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**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.5.** *Distinguish between the past, present, and future*

### **Sample Activities:**

- When the teacher named ten school-day activities, [student's name] told whether he/she had already done the activity that day or whether it would be done later.
- Given two picture cards representing a chronological sequence (e.g., baby and old man, puppy and dog, seed and apple), [student's name] placed the pictures in chronological order.
- [Student's name] made a three-generation family tree using construction paper for the tree and branches and family pictures to represent the family members. [Student's name] drew pictures to represent family members for whom no pictures were available. [Student's name] discussed each family member's role in the past and present, and then predicted what might happen to the family tree in the future.

## **Content Standard: HISTORY**

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**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.6.** *Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago*

### **Sample Activities:**

- When the teacher named ten events from [student's name]'s life, [student's name] told whether the event occurred in the recent or distant past.
- Upon request from the teacher, [student's name] verbally recounted his/her life story using words associated with time.
- After reading an excerpt from the book *Harriet the Spy*, by Louise Fitzhugh, [student's name] verbally answered questions about what might have happened before the events in the excerpt occurred (i.e., in the past) and what might happen afterward (i.e., in the future).

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**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.7.** *Identify examples of change and recognize examples of cause and effect relationships*

### **Sample Activities:**

- The teacher showed [student's name] a balloon and a pin and asked what would happen if the balloon were pierced by the pin. [Student's name] answered. The teacher then popped the balloon with the pin, and [student's name] discussed whether or not his/her prediction was correct. [Student's name] then was asked to predict the effect of each of the following actions: pouring red food coloring into a glass of milk, putting a new pencil into an electric pencil sharpener, putting a sugar cube into a glass of warm water, and putting a paper boat into a bowl of water. After each prediction, the teacher and student performed the action to see if [student's name]'s prediction was correct.
- [Student's name] listened to *The Five Chinese Brothers*, a retelling of a Chinese folk tale, read aloud by the teacher. After each page, [student's name] predicted the effect of the event depicted on that page.



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**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.8.** *Analyze the causes and effects of changes in a place over time*

### **Sample Activities:**

- [Student's name] and a peer discussed the changes depicted in a series of photographs of the same house taken over several years (e.g., peeling paint, new roof, flowers planted and blooming, a broken window). [Student's name] discussed what changes were visible and what might have caused them.
- [Student's name] watched a video depicting the transformation of a wooded area to an apartment complex, then drew a series of four pictures depicting the following stages of development: pristine woodland, clearing the area with heavy machinery, the foundation and scaffolding of the new building, and the final apartment complex.

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**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.9.** *Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources)*

### **Sample Activities:**

- After interviewing five adults about why they chose to live where they do, [student's name] verbally shared their reasons with the class.
- [Student's name], the teacher, and two peers verbally discussed factors people might consider when choosing a place to settle.
- [Student's name] and a small group of peers made a list on the whiteboard of ten things people might consider when choosing a place to settle. One peer wrote the list while the others told him/her what to put on it. [Student's name] contributed two items to the list and also discussed why each item mentioned during the discussion might be important.
- [Student's name] and a small group of peers looked at a topographic United States map showing the location of pioneer settlements. Then [student's name] and peers discussed possible reasons for settling in those locations.
- [Student's name] used colored pencils on art paper to illustrate one reason why people might choose to live in his/her neighborhood. He/she drew a picture of a nearby park with children playing on the playground there.

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**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.10.** *Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press)*

### **Sample Activities:**

- [Student's name] used markers on poster board to make a timeline depicting the history of communication, from smoke signals and drums to emails and cell phones.
- After reading a book about farming practices during the Middle Ages, [student's name] accompanied the class on a field trip to a farm, where the farmer showed the students how modern farming tools (e.g., tractors) have changed the way farmers work.
- [Student's name] was shown pictures of the following technological advances: wheel, computer, telephone, printing press, and tractor. [Student's name] then verbally described the ways in which each of these inventions makes our lives easier or better.

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.11.** *Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past*

### **Sample Activities:**

- [Student's name] listened to three guest speakers discuss a single event that was witnessed by all of them—the beach landing at Normandy. After the speakers left, [student's name] and peers discussed the ways in which the three accounts were similar and different. The class then broke into small groups, each of which used the three accounts to construct a single narrative that encompassed the experiences of all three speakers. [Student's name] offered verbal comments that contributed to the discussion in his/her small group.
- [Student's name] listened to two different stories about Johnny Appleseed and verbally discussed the similarities and differences between them.

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.12.** *Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett)*

### **Sample Activities:**

- [Student's name] played a small role (the owner of a trading post) in a class play about Davy Crockett.
- After listening to a story about the life of Sequoia and how he created the Cherokee alphabet, [student's name] painted a picture on art paper illustrating one event in Sequoia's life.

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.2.** *Describe and measure calendar time by days, weeks, months, and years*

**Alternate Performance Indicator (API): H.2.1.** *Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning)*

### **Sample Activities:**

- [Student's name] was given a picture of a sunny day and a picture of a starry night. When asked ten questions about when various events occur (e.g., When do we go to bed? When do we go to school?), [student's name] pointed to the picture depicting the appropriate time (i.e., day or night) in response to each question.
- Given a white board and dry erase markers, [student's name] drew a line dividing the board into two columns. He/she drew pictures of five daytime activities in the left column and five nighttime activities in the right column.
- Given a white board and dry erase markers, [student's name] drew a line dividing the board into two columns. He/she wrote five daytime activities in the left column and five nighttime activities in the right column.
- Given five pictures of daytime activities and five pictures of night time activities, [student's name] placed the daytime pictures on a construction paper sun and the night time pictures on a construction paper moon.

**Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.2.** *Describe and measure calendar time by days, weeks, months, and years*

**Alternate Performance Indicator (API): H.2.2.** *Demonstrate ability to follow a schedule*

**Sample Activities:**

- After math class, [student's name] went to his/her pocket schedule and pointed to the picture beneath "Math" to indicate what activity comes next.
- [Student's name] helped the teacher bake cupcakes by following a set of picture instructions. (Prerequisite)

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.2.** *Describe and measure calendar time by days, weeks, months, and years*

**Alternate Performance Indicator (API): H.2.3.** *Demonstrate ability to tell time (e.g., to the minute, hour, or day)*

### **Sample Activities:**

- Upon request, [student's name] recited the days of the week. The teacher gave verbal prompts as needed. (Prerequisite)
- [Student's name] made a paper-plate clock, placing the numbers in the correct positions and attaching the large and small hands to the center of the clock. [Student's name] then identified the long hand as the minute hand and the short hand as the hour hand.
- [Student's name] was given ten pictures of clocks with no hour hand and with the minute hand pointing to 12. Beneath each clock was a label with a time stated to the hour (e.g., 1:00, 2:00, 3:00). [Student's name] drew the hour hand in the correct position to match the time beneath each clock.



## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.2.** *Describe and measure calendar time by days, weeks, months, and years*

**Alternate Performance Indicator (API): H.2.4.** *Demonstrate understanding of the purpose of a calendar*

### **Sample Activities:**

- The teacher presented [student's name] and a small group of peers with a variety of calendars, including a wall calendar, a pocket calendar, a Mayan calendar, and an ancient Egyptian calendar. The teacher explained that people from many cultures have used calendars to keep track of and measure days, weeks, months, and years. [Student's name] took part in a group discussion about the similarities and differences among the various calendars. They then discussed why calendars are important and how people use them in everyday life.
- Given a calendar for the month and stickers representing special events for that month (e.g., birthdays, holidays), [student's name] (with help from the teacher) placed the stickers in the appropriate boxes.
- Given a blank calendar grid and with help from the teacher, [student's name] labeled the calendar (e.g., year, days of the week) and correctly numbered the days to represent the current month.
- Upon request by the teacher, [student's name] pointed to the year, month, and days of the week on a wall calendar.

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.2.** *Describe and measure calendar time by days, weeks, months, and years*

**Alternate Performance Indicator (API): H.2.5.** *Identify days of the week*

### **Sample Activities:**

- [Student's name] and teacher sang the "Days of the Week" song together. Then the teacher sang the song, leaving out every other day and waiting for [student's name] to fill in the missing day.
- [Student's name] verbally answered questions about what happens each day at school and home (e.g., "What day do we have music class?"; "What day do you go to your bowling league?").
- [Student's name] verbally answered questions about the order of the days of the week (e.g., "What comes before Wednesday?"; "What comes after Saturday?").
- Given word cards with the days of the week written on them, [student's name] placed the cards in chronological order, beginning with Sunday.

## **Content Standard: HISTORY**

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**Alternate Learning Expectation (ALE): H.2.** *Describe and measure calendar time by days, weeks, months, and years*

**Alternate Performance Indicator (API): H.2.6.** *Identify months of the year*

### **Sample Activities:**

- [Student's name] verbally answered questions about events that occur in various months (e.g., "What month has Christmas in it?"; "What month has St. Patrick's Day?").
- On request by the teacher, [student's name] recited the months of the year. The teacher gave verbal prompts as needed.
- Given picture cards representing holidays, [student's name] held up each holiday card when the teacher said the name of the month in which it occurs.
- Given a worksheet with the months of the year on the left and pictures of holidays occurring each month on the right, [student's name] drew a line from each holiday to the month in which it occurs.
- Given word cards with the months of the year written on them, [student's name] placed the cards in chronological order, beginning with January.

## **Content Standard: HISTORY**

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**Alternate Learning Expectation (ALE): H.2.** *Describe and measure calendar time by days, weeks, months, and years*

**Alternate Performance Indicator (API): H.2.7.** *Identify present year (e.g., 2007, 2008, etc.)*

### **Sample Activities:**

- [Student's name] was given a series of photographs of himself/herself, one from each year of [student's name]'s life. [Student's name] and the teacher discussed how we grow older every year and that we need a way to separate each year from the others when we talk about events that occurred. After explaining that each year is assigned a number, [student's name] pointed to each picture, beginning with the first, and named the year in which it occurred. When he/she came to the current year, the teacher asked [student's name], "And what year do you think this is?" The teacher used guiding questions to help [student's name] determine the correct current year.
- The teacher helped [student's name] find the current year on a cardboard timeline.

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.2.** *Describe and measure calendar time by days, weeks, months, and years*

**Alternate Performance Indicator (API): H.2.8.** *Demonstrate ability to use a calendar for scheduled events*

### **Sample Activities:**

- Given a blank calendar for the current month and five stickers representing events that occur during that month (e.g., Christmas, birthday, school assembly), [student's name] placed each sticker in the box representing the day on which the event is or was to occur.
- When the teacher asked [student's name] questions about when specific events occur (e.g., "When do we go to gym?"; "When do we have the Halloween party?"), [student's name] pointed to the correct date (or dates) on the calendar.

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.2.** *Describe and measure calendar time by days, weeks, months, and years*

**Alternate Performance Indicator (API): H.2.9.** *Identify common events and routines*

### **Sample Activities:**

- [Student's name] gave appropriate verbal responses to five questions about his/her daily activities (e.g., "What do you do when you get home from school?").
- When asked to describe his/her daily activities, [student's name] verbally recounted at least five things he/she does each day.

**Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.2.** *Describe and measure calendar time by days, weeks, months, and years*

**Alternate Performance Indicator (API): H.2.10.** *Create and interpret timelines*

**Sample Activities:**

- [Student's name] brought ten photographs from home, each depicting a different event in his/her life. He/she made a timeline on poster board, with help from the teacher, then arranged the photographs in chronological order and taped them onto their correct positions on the timeline.
- [Student's name] and a group of peers watched a video about George Washington, and then used markers on Bristol board to create a timeline George Washington's life.

## **Content Standard: HISTORY**

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**Alternate Learning Expectation (ALE): H.3.** *Recognize that people and events influence history*

**Alternate Performance Indicator (API): H.3.1.** *Examine elements of Native American culture (e.g., shelter, food, dress)*

### **Sample Activities:**

- [Student's name] made a diorama of a Lakota village using a shoebox, model railroad terrain, and figures made from oven-baked clay (e.g., Sculpey).
- [Student's name] used cloth, thin dowels, and paint to make a replica of a tipi of the type used by the Plains Indians.
- After a discussion of Native American foods, [student's name] sampled the following Native American foods: frybread, venison, smoked salmon, and corn pudding.
- After listening to a story about the "Ghost Dance," [student's name] was given a plain muslin tunic with a fringed hem. [Student's name] used fabric paint and beads to turn the tunic into a replica of a Ghost Shirt.
- A guest speaker—a Cherokee dancer—explained the meaning of a Cherokee dance and then taught [student's name] and peers the steps to the dance.
- During a field trip to a Native American Pow Wow, [student's name] listened to a Native American legend told by a storyteller.
- [Student's name] went to the following website: [http://www.scholastic.com/scholastic\\_thanksgiving/daily\\_life/index.htm](http://www.scholastic.com/scholastic_thanksgiving/daily_life/index.htm). Then [student's name] clicked on tabs to learn about the interaction between the Pilgrims and the Wampanoag and to contrast the housing, food, clothing, chores, schooling, and games of the two cultures. Clicking an audio icon allowed [student's name] to listen to a recording about each page.
- Given a dowel, a length of string, and a wooden ring, [student's name] attached one end of the string to the dowel and the other to the ring to make a Native American ring-catch game. [Student's name] and a peer played the game by taking turns flipping the ring up and over the dowel.



## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.3.** *Recognize that people and events influence history*

**Alternate Performance Indicator (API): H.3.2.** *Identify interactions between Native Americans and settlers*

### **Sample Activities:**

- [Student's name] went to the following website: [http://www.scholastic.com/scholastic\\_thanksgiving/daily\\_life/index.htm](http://www.scholastic.com/scholastic_thanksgiving/daily_life/index.htm) and clicked on tabs to learn about the interaction between the Pilgrims and the Wampanoag. Clicking an audio icon allowed [student's name] to listen to a recording about each page.
- After watching a video about Sacajawea, the Shoshone woman who guided Lewis and Clark on their journey to the Pacific Ocean, [student's name] was given a map with a dotted line representing the expedition's path to the Pacific. [Student's name] used a highlighter to trace the dotted line. Then, after coloring figures of Sacajawea, Meriwether Lewis, and William Clark, [student's name] cut out the figures and pasted them onto the map.

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.3.** *Recognize that people and events influence history*

**Alternate Performance Indicator (API): H.3.3.** *Recognize how the United States grew*

### **Sample Activities:**

- [Student's name] watched and listened to the following animated presentation about the growth of the United States: <http://www.animatedatlas.com/movie2.html>. When he/she moved the cursor over a state, that state's name was shown. [Student's name] clicked on a state for more details.
- [Student's name] was shown two United States maps, one of the original thirteen colonies and the other from the current day. [Student's name] and the teacher discussed how the two maps are different and how the United States grew from thirteen colonies to fifty states.

## **Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.3.** *Recognize that people and events influence history*

**Alternate Performance Indicator (API): H.3.4.** *Recognize that there are civil rights that are afforded to all*

### **Sample Activities:**

- [Student's name] and a group of peers discussed and made a list (on lined paper) of the civil rights of a United States citizen.
- [Student's name] and a small group of peers created an imaginary country. They discussed what rights each citizen should have and what, if any, restrictions should be placed on those rights (e.g., the right to free speech does not allow one to shout "Fire!" in a crowded building or to encourage violence against someone else). Then they verbally discussed whether or not the rights they chose are available to United States citizens and why or why not.

**Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.1.** *Explain the consequences of an individual's decisions and actions*

**Alternate Performance Indicator (API): IGI.1.1.** *Demonstrate understanding of individual responsibility*

**Sample Activities:**

- [Student's name] helped the class pick up trash on the school grounds, and then participated in a class discussion about the importance of taking responsibility for picking up one's own trash and keeping one's environment clean.
- After eating, [student's name] took his/her lunch tray to the window, and then used a rag to clean off his/her section of the table.

**Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.1.** *Explain the consequences of an individual's decisions and actions*

**Alternate Performance Indicator (API): IGI.1.2.** *Demonstrate understanding of cooperation*

**Sample Activities:**

- [Student's name] worked with the rest of the class to decorate the classroom for a Christmas open house. Decorations included tinsel, ornaments made by the students, construction paper chains, glittery snowflakes, and Santas made by students from felt and cardboard tubes.
- The class was divided into small groups. [Student's name] worked with his/her group to design and build a rubber band rocket that would fly higher and farther than the rubber band rockets built by the other groups.
- [Student's name] worked with a partner to build a Lego model of a racecar.
- [Student's name] worked with a partner to build a remote-control robot for a science project.

## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.1.** *Explain the consequences of an individual's decisions and actions*

**Alternate Performance Indicator (API): IGI.1.3.** *Work independently and cooperatively to accomplish goals*

### **Sample Activities:**

- [Student's name] and a peer used bamboo sticks, silk, and fabric paint to make a pair of Chinese dragon kites, which they then took outside and flew.
- [Student's name] used a set of picture instructions to help a partner make cupcakes for a class party.
- [Student's name] used a set of picture instructions to help the teacher make cupcakes for a class party.
- [Student's name] and a peer worked together to build and decorate a puppet stage for a local community center. The stage was made from two wooden crates and decorated with paint and fabric.

## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.1.** *Explain the consequences of an individual's decisions and actions*

**Alternate Performance Indicator (API): IGI.1.4.** *Demonstrate ability to share and give opinions in a group*

### **Sample Activities:**

- [Student's name] participated in a group discussion to decide on a class community service project. The group decided to landscape the front yard of a nearby nursing home.
- [Student's name] and a peer were given a choice between two topics: how much TV students should watch on weeknights or how much (if any) allowance a student should get. The peer gave an opinion on the chosen topic, and [student's name] made a verbal response about his/her own opinion. [Student's name] and peer took turns elaborating on their opinions.
- [Student's name] and a peer were given a choice between two topics: endangered species and recycling. The peer gave an opinion on the topic, and [student's name] made a verbal response about his/her own opinion. [Student's name] and the peer took turns elaborating on their opinions.

## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.1.** *Explain the consequences of an individual's decisions and actions*

**Alternate Performance Indicator (API): IGI.1.5.** *Recognize that individuals have a role in each group in which they participate*

### **Sample Activities:**

- With the teacher's help, [student's name] made a list on a chalkboard of different groups to which he/she belonged (e.g., family, class, bowling league, Boy/Girl Scouts). The teacher asked guiding questions to encourage [student's name] to verbally discuss his/her varied roles in each of these different groups. [Student's name] used pictures and invented spelling to make the list.
- The teacher showed [student's name] and a peer a photograph of a President of the United States. [Student's name], peer, and teacher discussed the President's various roles as a parent, citizen, and President.



## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.1.** *Explain the consequences of an individual's decisions and actions*

**Alternate Performance Indicator (API): IGI.1.6.** *Recognize that individuals can belong to groups but still have their own identity*

### **Sample Activities:**

- [Student's name] and teacher discussed the members of the photography club, of which [student's name] is a member. [Student's name] and teacher discussed the things all group members have in common. They then discussed traits that the individual members have that may be different from the rest of the group.
- [Student's name] and a peer each discussed a group in which he/she is a member (e.g., chorus, band, church) and how he/she is similar to and different from the other members of the group. [Student's name] discussed 4-H club, and the peer discussed his/her scout troop.

## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.1.** *Explain the consequences of an individual's decisions and actions*

**Alternate Performance Indicator (API): IGI.1.7.** *Demonstrate understanding of consequences when rules are not followed*

### **Sample Activities:**

- The teacher described a series of five scenarios to [student's name]. Each scenario involved a situation in which people did not follow rules. After each scenario, the teacher asked, "What might happen next?" [Student's name] predicted the consequences of each instance in which people did not follow rules.
- [Student's name] and two peers used puppets to role-play three different situations in which someone did not follow rules.
- [Student's name] and two peers role-played three different situations in which someone did not follow rules.

## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.1.** *Explain the consequences of an individual's decisions and actions*

**Alternate Performance Indicator (API): IGI.1.8.** *Identify and describe factors that either contribute to cooperation or cause disputes within and among groups*

### **Sample Activities:**

- The teacher described four scenarios in which a group of people must cooperate in order to accomplish a common goal (e.g., building a clubhouse, doing a group project for the science fair). For each scenario, [student's name] participated in a class discussion about things that might cause the group to work cooperatively and things that might cause disagreements within the group.
- After a class discussion about cooperation, [student's name] and a peer made a list of five things that might cause disputes within a group, then used stick-on letters and images cut from magazines to make a poster showing the five things and ways to constructively deal with each dispute.

## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): IGI.2.1.** *Demonstrate understanding of the reason for rules*

### **Sample Activities:**

- The teacher described a series of five scenarios to [student's name]. Each scenario involved a situation in which people did not follow rules. After each scenario, the teacher asked, "What might happen next?" [Student's name] predicted the consequences of each instance in which people did not follow rules.
- [Student's name] helped create classroom rules and joined in a class discussion of why each suggested rule was chosen or discarded. The teacher led the discussion and wrote each rule on the whiteboard as it was being discussed. The class voted on each rule by a show of hands. The teacher wrote each rule that was accepted on poster board to be displayed in the classroom. When a rule was rejected, [student's name] erased it from the whiteboard.

## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): IGI.2.2.** *Design a set of rules or laws for home, classroom, or community*

### **Sample Activities:**

- [Student's name] helped create classroom rules and joined in a class discussion of why each suggested rule was chosen or discarded. The teacher led the discussion and wrote each rule on the whiteboard as it was being discussed. The class voted on each rule by a show of hands. The teacher wrote each rule that was accepted on poster board to be displayed in the classroom. When a rule was rejected, [student's name] erased it from the whiteboard.
- [Student's name] and a peer discussed possible rules for a household, and then used erasable markers to write their rules on a whiteboard, using pictures and invented spelling when needed.
- After a group discussion on rules and the reasons for rules, [student's name] and a group of peers came up with five community rules and dictated them to the teacher, who wrote them on the whiteboard, along with the rules from the other groups. [Student's name] then participated in a discussion of why each rule was chosen and why different groups often came up with the same rule.
- After a group discussion on rules and the reasons for rules, [student's name] and a peer created a list of five community rules on notebook paper.

## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): IGI.2.3.** *Demonstrate understanding of the necessity of establishing and enforcing the rule of law of individual responsibility*

### **Sample Activities:**

- [Student's name] cleaned out his/her desk, then participated in a group discussion about what might happen if no one cleaned out his/her own desk.
- [Student's name] accompanied the class on a visit to the local police department, where he/she listened to a police officer discuss the importance of individual responsibility in following rules.

## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): IGI.2.4.** *Demonstrate understanding of cooperation*

### **Sample Activities:**

- [Student's name] cooperated with a group of peers to make and paint a four-foot long papier mache replica of a Viking longboat.
- [Student's name] cooperated with a group of peers to plan a surprise birthday party for the principal. [Student's name] made verbal suggestions, while a peer wrote a list (on notebook paper) of needed supplies and of tasks to be done. [Student's name] volunteered to help make punch (from orange sherbet and ginger ale), and party favors ("sparklers" or wands made from a dowel painted white, gold glitter paint, glue, gold chenille stems, and gold foil-type garland).

**Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): IGI.2.5.** *Work independently and cooperatively to accomplish goals*

**Sample Activities:**

- [Student's name] and a peer used bamboo sticks, silk, and fabric paint to make a pair of Chinese dragon kites, which they then took outside and flew.
- [Student's name] used a set of picture instructions to help a partner make cupcakes for a class party.
- [Student's name] and a peer worked together to build and decorate a puppet stage for a local community center. The stage was made from two wooden crates and decorated with paint and fabric.



## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): IGI.2.6.** *Demonstrate ability to share and give opinions in a group*

### **Sample Activities:**

- [Student's name] participated in a group discussion to decide on a class community service project. They decided to landscape the front lawn of a nearby nursing home.
- [Student's name] and a peer were given a choice between two topics: how much TV students should watch on weeknights or how much (if any) allowance a student should get. The peer gave an opinion on the chosen topic, and [student's name] made a verbal response about his/her own opinion. [Student's name] and peer took turns elaborating on their opinions.
- [Student's name] and a peer were given a choice between two topics: endangered species and recycling. The peer gave an opinion on the topic, and [student's name] made a verbal response explaining his/her own opinion. [Student's name] and peer took turns elaborating on their opinions.

## **Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

**Alternate Learning Expectation (ALE): IGI.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): IGI.2.7.** *Recognize that individuals have a role in each group in which they participate*

### **Sample Activities:**

- With the teacher's help, [student's name] made a list on a portable chalkboard of different groups to which he/she belongs (e.g., family, class, bowling league, Boy/Girl Scouts). The teacher asked guiding questions to encourage [student's name] to discuss his/her varied roles in each of these different groups.
- The teacher showed [student's name] and a peer a photograph of a President of the United States. [Student's name], peer, and teacher discussed the President's various roles as a parent, citizen, and President.